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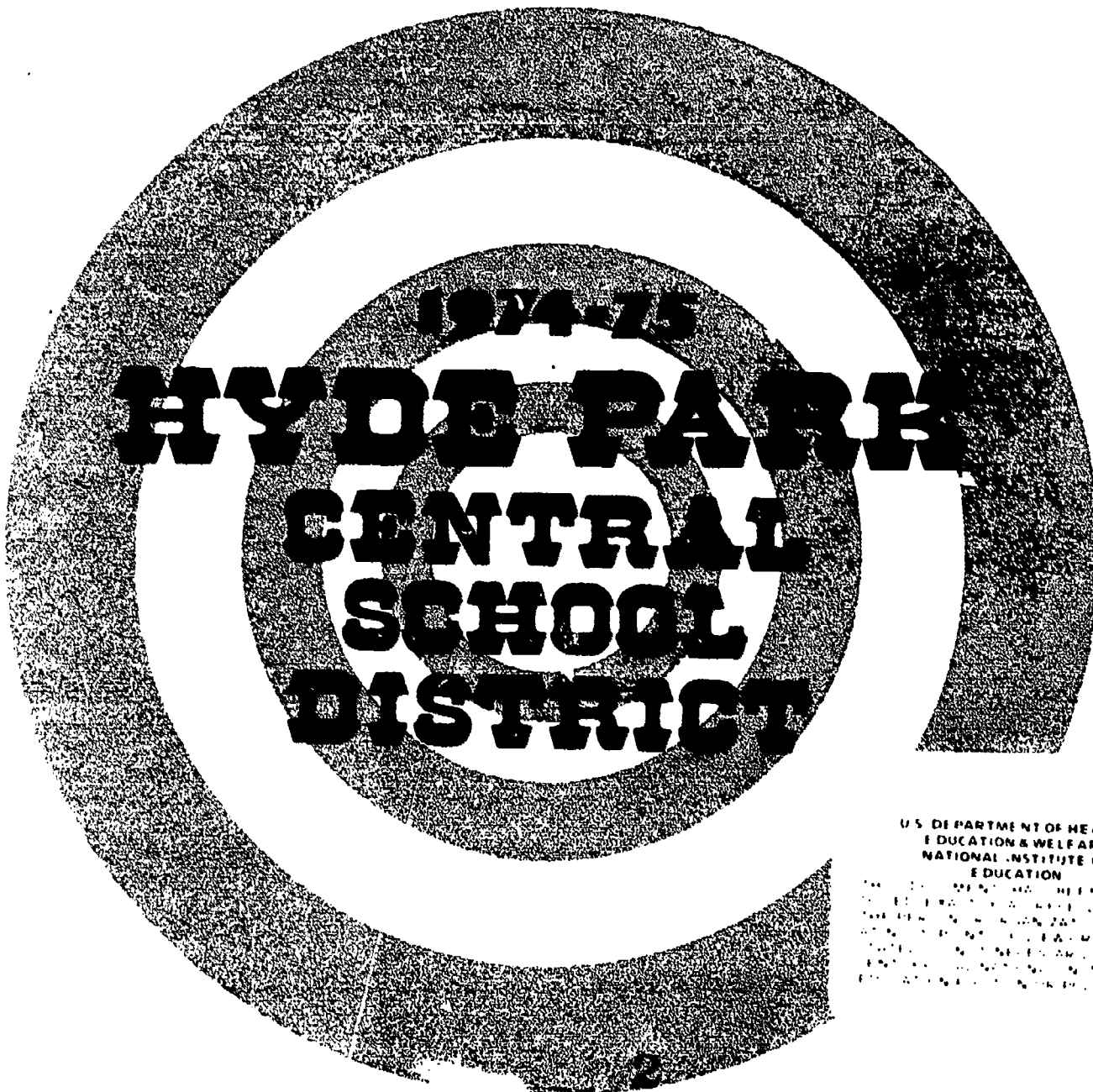
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ABSTRACT

This teacher appraisal program, developed by the Hyde Park School District, is based on the following objectives: (a) clarifying performance expectations of the individual; (b) establishing short- and long-term job targets to bring about learner, professional, or program improvement; (c) improving the relationship between the appraisee and appraiser; (d) making appraisal relevant to on-going job performance; (e) accomplishing job targets; (f) establishing appropriate followup methods; and (g) periodically assessing program effectiveness. The appraisal process is made up of the following steps: (a) identify performance areas--let the teacher know what is expected; (b) set individual objectives--determine the specific objectives to be focused on during the year; (c) develop the work plan for the achievement and year-end evaluation of the mutually agreed-to-objectives; (d) monitor performance--gather the data to determine if job targets are being achieved; (e) assess the monitored data--assessment by both the appraisee and appraiser; and (f) schedule an evaluation conference and followup. Included is a description of teacher performance areas, delineating teachers' areas of responsibility. Also, general procedures of the Hyde Park program for the 1974-75 school year are outlined, and sample forms and worksheets are presented. (JCN)

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TEACHER APPRAISAL RECORD



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HYDE PARK CENTRAL SCHOOL DISTRICT
SOUTH ALBANY POST ROAD
HYDE PARK, NEW YORK 12538

DR. KENNETH R. DE PREE
Superintendent of Schools

Tel. 914-229-8101

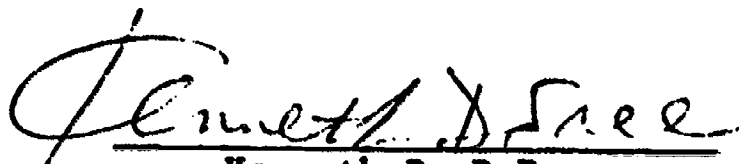
Assisting teachers and administrators to master new skills, reinforce strengths and overcome weaknesses is among the highest priorities of the Hyde Park School District.

We believe the appraisal process described herein, with its emphasis on:

- Cooperative effort involving evaluatee, evaluator, and others on the school staff
- good planning
- achievement of mutually agreed to performance improvement objectives
- systematic evaluation of results
- appropriate follow-up action

can be a powerful force for improving instruction and increasing the effectiveness of district teachers and administrators.

Many teachers and administrators assisted in the development of this appraisal program, and continue to assist in a constant review of its operation -- the number of staff-hours devoted to committee sessions, discussions, guideline-making and report-writing is mind-boggling. We are indebted to all those who contributed to the development and improvement of the program.


Kenneth R. DePree

KRDeP/cw

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TEACHER

APPRAISAL

MANUAL

**HYDE PARK CENTRAL SCHOOL DISTRICT
HYDE PARK, NEW YORK
SEPTEMBER, 1974**

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COVER DESIGN BY KAREN JONES

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There has been nationwide discontent with teacher appraisal systems. Traditionally, appraisal has been a threatening undefined process with an emphasis on personality and past performance. Because of this, teachers and administrators have been seeking appraisal methods that rely on a positive, objective relationship. This approach should lead to practitioner improvement with resultant benefits to the learning program for the students. In the spring of 1973, the Hyde Park Board of Education charged its administration with developing a program that would lead to these ends. The Board made clear it considered this to be of the highest priority.

Several appraisal systems were identified and researched by a group of principals. It was decided to select a "performance objectives approach" developed by George B. Redfern for further study. In August, 1972, the School Management Institute conducted a workshop which focused upon an educational process that involved teachers and administrators mutually setting goals, planning for their achievement, and then assessing the results. Central office personnel, principals, department chairmen, including the leadership of the Hyde Park Teacher's Association, attended the workshop.

As a result of the enthusiasm and support generated for this approach by those in attendance, it was decided to hold a similar workshop for the staff in early October of 1972. Harold Tilley, Assistant Superintendent for Personnel, and Don O'Neil, High School Principal from Shawnee Mission, Kansas, explained the steps in their appraisal program to the entire staff. Feedback from that workshop indicated that the participants felt that this process could be adapted for Hyde Park. To assist the administration in fulfilling the Board's charge, the Superintendent asked for the formation of an Appraisal Committee through the election of one representative from each elementary school (LeRoy Cole, Douglas Edebohl, Stanley Fox, Judy Marxer, Tim Toronto, and Effie Verven) and two from each secondary school (Hedy Gold, Gerald Layton, Brian Parker and John Quimby). Also appointed to the committee was a teacher association representative (David Vertullo), three principals (Richard Kuralt, William Spendley, and Marvin Stratton), and the Assistant Superintendent for Instruction (Frank Gray). A chairman, Tim Toronto, was elected by the members. The committee was charged by the Superintendent with the responsibility for recommending:

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- A. Philosophy and goals
- B. Guidelines for defining the teacher's job
- C. Mechanics of the appraisal system
- D. Definition of the role of the appraisee/appraiser
- E. Communication of the process to the staff
- F. Provision for review

for the Hyde Park Teacher Appraisal Program.

The Appraisal Committee met numerous times to develop a manual of procedures and a pilot program to work out the mechanical aspects. Presentations to explain the proposed program were made by the committee to the Board of Education, administrators, and teachers, during December of 1972. Based upon questions raised during these sessions, procedures relating to the pilot program were clarified. The Board and Superintendent asked for the continued assistance of the members of the committee in implementing the Appraisal Program.

The purpose of the pilot project was to work out any problems dealing with the mechanical aspects of the Appraisal Program. Sixty teachers were selected to begin the process in January and conclude in May of 1973.

Throughout the 1972-73 school year, intensive in-service training was provided by the district for administrators, appraisal committee members and faculty. These included discussion groups, role playing simulations, lectures, film and filmstrips provided by SMI, and outside consultants, such as George Redfern. A good deal of time was spent "tooling up" for the process.

At the conclusion of the pilot program, an evaluation was conducted. Questionnaires were sent to all participants in the program. Based on this feedback, the Appraisal Committee met during July of 1973, to revise the mechanics of the system in light of identified areas needing improvement and strengthening. Procedures for implementation were developed for the 1973-74 school year during these sessions. These procedures were presented to the administrators and the Board for their consideration. The program was adopted as the Hyde Park Teacher Appraisal Program.

At the request of the Superintendent, the Appraisal Committee continued to work during the 1973-74 school year to monitor the program and consider ways in which it might be improved.

Based on the feedback received from a questionnaire administered to appraisers and appraisees in late spring, the Appraisal Committee met during the summer of 1974 and again recommended changes in program procedures to the administrators and Board of Education. These recommendations were accepted by the Board and administrators, and are reflected in this revised edition of the manual.

During 1974-75, the committee will continue to assist the District by meeting to consider ways in which the Appraisal Program can better meet its goal of assisting Hyde Park teachers to increase their effectiveness. Serving on the committee will be: elementary - (Madeleine Christie, James Coffey, Thomas Jubar, Arlene Leete, Judith Marxer, and Effie Verven), secondary - (Donald Bowden, Austin Cox, Floyd Holt, Gerald Layton, Fusaye Nagasaki, and John Quimby), one teacher association representative - (David Vertullo), and three principals - (Richard Kuralt, William Spondley, and Marvin Stratton).

The improvement of performance can take place only through a mutual understanding of expectations and a positive relationship between teacher and administrator. It is this spirit that is the building block of the Hyde Park Appraisal Program.

Frank Gray
Assistant Superintendent
for Instruction

PHILOSOPHY OF TEACHER APPRAISAL OF
THE HYDE PARK SCHOOL DISTRICT

The Philosophy of Teacher Appraisal for the Hyde Park School District is:

1. We believe that the primary purpose of appraisal is the development of a more effective educational program for students.
2. We believe we have a responsibility to students, staff, and community, to carry on a continuous program of appraisal of all teaching personnel.
3. We believe that improvement is always possible.
4. We believe that this appraisal process should not be used as basis for merit pay but only to improve instruction.
5. We believe that appraisal is a cooperative process wherein the individual appraised and the person responsible for making the appraisal feel a joint responsibility to focus upon performance areas needing improvement, to work together to achieve the best results, and to assess the results.
6. We believe improvement of individual performance is not accidental. This improvement comes when a deliberate effort is made to achieve it.
7. We believe appraisal is a means -- not an end in itself. This procedure should motivate self-improvement of the appraisee.

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8. We believe that appraisal must and does involve work, planning and review.
9. We believe that there should be performance guidelines and standards which staff members may use in self-appraisal and which appraisers may use as they counsel and assist those with whom they are working.
10. We believe that the individual being appraised should have a number of appraisal conferences with the person doing the appraising. The staff member should be given a copy of the appraisal record. There should be freedom to discuss and dissent with the appraiser's response.

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OBJECTIVES OF THE TEACHER APPRAISAL PROGRAM

The objectives of the Teacher Appraisal Program for the Hyde Park School District are:

1. Clarify the performance expectations of the individual, i.e., make duties and responsibilities of the appraisee and appraiser more clear.
2. Establish both short and long term job targets that will bring about learner, professional, or program improvement.
3. Bring about a closer working relationship between the appraisee and appraiser.
4. Make appraisal relevant to on-going job performance.
5. Maintain the following procedures in the accomplishment of job targets:
 - a. Establish "ground rules" or plans for both the appraisee and appraiser to follow up on "target" achievement.
 - b. Maintain accurate records of all appraisal conferences.
 - c. Assess the effectiveness of job performance both by self-appraisal and appraisal by the appraiser, i.e., make it a cooperative process.
 - d. Conduct meaningful appraisal conferences directed toward and improving performance.
6. Establish appropriate ways for follow-up of actions needed for further improvement.
7. Assess the program's effectiveness periodically; revise it as necessary.

STEPS IN THE HYDE PARK TEACHER APPRAISAL PROGRAM

The achievement of three general goals is the essence of the Hyde Park Teacher Appraisal Program:

1. Clarify the dimensions of responsibility.
2. Specify performance objectives.
3. Appraise results in terms of those understandings and objectives.

In brief, at the start of an appraisal period each person involved (the appraisee) examines the job he performs. He then sits down with the person responsible for appraising his work. The two select a few specific areas of the job where a special effort will be made to improve the performance level. They also develop a plan for achieving these mutually agreed to performance objectives. During the appraisal period, data is collected which may be helpful in determining the degree to which these performance objectives are being or have been achieved. Near the end of the appraisal period, the appraisee and appraiser jointly review what has been accomplished. They discuss the appraisal made by the appraiser and, usually a self-appraisal too. Based on the analysis of the experience, they decide next steps and appropriate follow-up action.

A brief description of each step in the process follows:

STEP 1. IDENTIFY PERFORMANCE AREAS

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(Unless a teacher knows what is expected of him, he cannot function effectively.)

The first step in the appraisal process is determining and clarifying the scope of the teacher's job. For purposes of this appraisal program, four major performance areas have been identified for the teacher: instructional skills, management ability, professional responsibility, and professional qualities.

These areas have been further defined in the instrument "Description of Teacher Performance Areas", which may be found on pages 29 thru 36 of this manual. This description serves to clarify the duties and responsibilities of the position and suggests the skills or expertise required for effective performance.

The "Description of Teacher Performance Areas" will aid the teacher in defining his areas of performance that need strengthening, improving or maintaining. The appraiser and the teacher being appraised should read the description of each performance area carefully, in order to identify specific performance or job objectives to concentrate on for the year. The "Description of Teacher Performance Areas" serves as the starting point of the appraisal process.

Once the job objectives are agreed upon, the appraiser and appraisee develop a "work plan" for achieving them. It includes the responsibilities of the people involved,

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materials and resources needed, a timetable for accomplishment of various aspects of the plan, and agreement on the types of data to be used to measure the level of job objective achievement. The performance objective and work plan together constitute a "job target."

STEP 2. SETTING INDIVIDUAL OBJECTIVES

(The Hyde Park Teacher Appraisal Program recognizes that no one can be expected to improve his work simultaneously in every category and in all respects. When improvement is desired, specific areas must be selected for special attention. The specific activities which a teacher selects for improvement during the appraisal period are called performance or job objectives.)

In this phase of the appraisal program the appraisee and appraiser, in a conference, reach agreement on the specific objectives to be focused on during the year. This conference is held very early in the appraisal period.

In preparation for the conference, both the appraisee and the appraiser must plan carefully. The appraisee should take a hard look at his responsibilities as outlined in the "Description of Teacher Performance Areas", consider his job performance, and realistically assess what has been accomplished, what needs to be accomplished, the areas in which performance improvement would contribute most to increased effectiveness, and what can be done, both by himself and with the help of others, to bring about the desired change or improvement. At the same time, the appraiser, drawing both on his knowledge of district programs and goals and his prior contacts with the appraisee, should also try to identify particular areas or problems of the appraisee's performance which might become the basis for performance objectives for the year. Specific objectives may be based

on the teacher's plans for the year as well as on particular aspects of the teacher's job which might need strengthening. Either teacher, appraiser, or both, might consult with others in thinking about objectives for the teacher. If each does his "homework" in advance of the conference, it should not be too difficult to reach a consensus concerning the job objectives to be established. The number of job targets developed will vary dependent upon their nature and scope. The worksheet for job target objective setting found in pages 48 to 52 of the Appendix of this manual might prove helpful in planning for setting individual objectives.

The teacher should bring to the conference a list of proposed job objectives for the appraisal period, as well as a rationale and documentation for their selection. Questions regarding the proposed objectives which the appraisee should be prepared to answer include:

- a. Why do you propose this as an objective?
- b. How do you propose to accomplish it? What help do you think you'll need?
- c. What kind of data can we gather regarding progress toward the objective?
- d. How will we know if the objective is met?

During the conference the appraiser will review the proposed objectives with the appraisee and help to determine whether they are realistic and in harmony with the

goals and priorities of the school. He acts as coach and consultant rather than "boss."

For the most part, the conference will be devoted to a confirmation about the number and priority of the job objectives. Although the appraiser may suggest several objectives, either in addition to, or in place of, some proposed by the appraisee, and may also propose revisions of others, the focus of the conference will be on the appraisee's plan. Should the appraiser propose an objective, he should also be prepared to answer the question, "why did you select it?"

During the course of the conference, the appraisee and appraiser will pinpoint the specific objectives toward which the teacher will work and which will be used as the basis for evaluation at the culmination of the year's work.

When formulating job objectives for the year, the following criteria should be considered:

1. Objectives should be sufficiently delimited and specific so as to give the appraisee a reasonable chance to define them, establish evaluative criteria, and achieve some results. For example:
 - a. (Teacher) will integrate the 5th grade curriculum units, by developing a theme approach to instruction. The curriculum objectives in the subject areas of mathematics, science, social studies, and language arts, will be taught through the interest area of "the theater" from November to December, 1975. This method of instruction will be compared to the objectives reached through the content area approach.

- b. (Teacher) will concentrate on individualizing the mathematics program, by developing a diagnostic and prescriptive approach to the skills areas taught, having at least 70% of the students achieving at grade level or above on the May, 1975 State Achievement Test.
- c. (Teacher) will increase the reading level of those students identified by the PEP Test as being below minimum competency at least 1.5 years in the 1974-75 school year.
- d. (Librarian) will initiate the "One-To-One" Reading Program for students in grades 4-6 during the 1974-75 school year. Upon completion of a book in the library, each student will conference with the librarian about the book. The number of books read by students should increase by 10% over the previous year.

Generalized statements permit so much latitude, they obscure the real objectives and simply confuse the issue. For example, an objective such as "improvement of human relations" encompasses so much it would defy any attempt either to establish a clear approach to its achievement or to construct any method to measure results.

- 2. Objectives should be challenging -- stimulating the appraisee to reach out to improve his performance. However, they must also be realistic and within reach. There is no point in setting objectives which are so impossible that one faces certain defeat.
- 3. Objectives should relate directly to ongoing job tasks. The job objective should have meaning to what a teacher is trying to accomplish with his students. If objectives are not meaningful to the day-to-day performance requirement of teachers, they will usually be viewed as an "add on" task or just some excess paper work.
- 4. Objectives must be capable of completion and evaluation in a fixed period of time, or perhaps in a series of fixed time periods.
- 5. Objectives should be constructed so that results are measurable. It is important that the appraisee and appraiser both be able to recognize

the results when they assess the status of the various objectives. This does not mean that objectives should be automatically rejected if not easily measured. Objectives in the affective domain, for example, may not be easily quantified. However, the evaluation of progress will be less subjective if the results are assessable.

6. The temptation to have a large list of objectives should be resisted. No one can improve in everything simultaneously. The number of objectives is determined by their nature and scope.

Although the actual objectives may vary considerably from teacher to teacher, each will fall into one of the following broad categories:

1. Student Progress - Student progress in academic subjects, attitude toward school, psychological and social adjustment, and the fulfillment of the student's potential, are concerns of the appraisal program. Teachers have the most direct responsibility for student progress. Definitions of student performance can be found in curriculum and course of study guides. Student behavioral objectives frequently specify desired or expected levels of attainment and may be considered as objectives toward which the teacher's effort will be directed. For example, the following job objective could be set: the teacher will develop by December, 1975, a learning package for the stated objectives of the grammar unit on the parts of speech. This will enable students to complete the unit independently and at their own learning pace. Each student will master at least 80% of the objectives.
2. Teacher Performance - Growth and development of the individual is another concern of the appraisal process. The "Description of Teacher Performance Areas" may be used to identify job objectives in this category. For example, a job objective a teacher might set would be: to develop more effective communication with parents by improving techniques of conferencing and reporting student progress. Another example could be: the teacher will increase his ability to motivate his 5th grade students by developing a mini-course program, utilizing parent and community resource

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people, on Wednesday afternoons during the 1974-75 school year.

3. Program Attainment - The programmatic thrusts of the Hyde Park Schools are still another concern in the appraisal process. These system wide goals give the entire staff direction. Examples of a system wide goal might be:
 - a. Having each student read at grade level when he leaves elementary school or have identified the reasons why he cannot.
 - b. Increasing the "holding power" of the secondary schools by reducing dropouts by 15%.
 - c. Instituting an individually prescribed instructional program for five, six, seven, and eight year olds.
 - d. Reducing student absenteeism by 2% for the district as a whole.

In addition to system wide goals, each building may establish goals applicable to its needs. Most times, these will mesh with system wide goals. In some instances, grade level, team, and department goals may also be set. These will usually reflect school level and system wide goals. A teacher will set a job objective in this area in order to make goals operational on the classroom level.

STEP 3. DEVELOPING THE WORK PLAN FOR THE ACHIEVEMENT AND YEAR-END EVALUATION OF THE MUTUALLY AGREED TO OBJECTIVES

(Once the job objectives have been identified, the next step is to agree upon the process or procedure for working on them. In other words, both the appraisee and the appraiser should have an understanding not only as to how the former is to proceed, but also how the latter is to help in the fulfillment of these performance objectives.

A very important part of the Hyde Park Teacher Appraisal Program is the appraiser's commitment to give assistance to the person being evaluated.

Evidence of the appraisee's receiving assistance is mandatory. Although the appraiser does not personally have to provide all the help he is responsible for seeing that assistance is provided from appropriate sources.

A job target consists of two parts, a job or performance objective, and a work plan for achieving the objective.)

During the target setting conference, discussion should focus not only on selection of job objectives, but also on the (1) actions and activities which each (the appraisee and the appraiser) will carry out in an effort to achieve them, and (2) the types of evidence which will, at the end of the appraisal period, indicate the extent to which the targets can be said to have been achieved. Both share responsibility for devising "work plans" to accomplish the mutually agreed upon objectives. Both also share responsibility for determining the progress made by the appraisee toward attaining them.

When planning together for achieving the job objectives, the appraisee should consider how to proceed in independent

action during the year. Assuming the performance objectives have been carefully established, the nature of the targets should suggest which specific actions the appraisee should take. At the same time, the appraiser should consider the kinds of specific help and contacts that should be made with the teacher during the year.

There are many ways in which the appraiser might assist the appraisee to achieve the agreed to objectives. He might, for example, arrange for the teacher to confer with a specialist in the target area, or he might arrange for the teacher to visit teachers in the same building or in other schools who have demonstrated skill in the area selected for attention. He might suggest that the teacher take a specific course at a college, or arrange for the teacher to attend a relevant conference or workshop. He might suggest reference materials for use by the teacher, or secure materials for use by students in the class. In some instances, other resource people may be called upon such as the librarian, school psychologist, Assistant Superintendent for Instruction, other teachers, etc., to aid the appraisee in achieving his objective. The specific help to be provided will be determined in each case by the nature of the job objective and the appraisee's need for assistance.

Also to be agreed on is the process of evaluation and the types of actions and activities which will indicate the extent to which performance objectives can be said to have been achieved.

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It is important there there be no end of the year "surprises" in the evaluation of progress toward the objective. The appraisee should know well in advance exactly how the final judgments will be made. Assuming the target can be written in precise rather than general terms, the nature of the assessments should be reasonably clear.

(It should be stressed that the emphasis in the year-end assessment should not be on achievement of the job objective but on progress toward it -- on being able (1) to evaluate progress and (2) to determine why the target was not fully met (assuming it was not) and what needs to be done in the future to accomplish it.)

How the appraiser will keep abreast of the appraisee's efforts during the appraisal period is also a topic which merits thorough discussion during the target setting conference. Questions to be considered include:

- a. Will the appraiser observe the appraisee? If so, how frequently? Will advance notice be given?
- b. Will other personnel be involved in the monitoring process? If so, who and how?
- c. When will the mid-term and other interim conferences be held?
- d. Will mechanical procedures, such as tape recorders or video tape, be used? If so, by appraisee, appraiser, or both?
- e. Will the appraisee be expected to collect and report data on progress toward the target?

Advance understanding as to how the appraiser will collect the information he will use when assessing the degree to which the job targets have been achieved will pay dividends throughout the appraisal period.

Ultimately, the appraiser and appraisee will mutually outline a plan of action (work plan) related to each of the agreed on job objectives. For example, in the case of the teacher proposing to individualize his mathematics program, a job target similar to the following might be developed:

Job or Performance Objective: To individualize the mathematics program, by developing a diagnostic and prescriptive approach to the skill areas taught.

Work Plan:

1. The teacher will contact the mathematics chairman to gain background information on diagnostic testing by October 1, 1974.
2. Prescriptive materials relating to the skill areas will be collected and catalogued. These materials will be placed in the classroom math lab. (This will be done throughout appraisal cycle).
3. By October 10, 1974, the teacher will ascertain the skill level of each child in the class by administering a diagnostic test. This test will be developed by the teacher from various criterion referenced instruments.
4. The teacher will develop a folder, for each student, which will be used to chart progress. These folders will be ready for use by October 15, 1974.
5. At two week intervals beginning the first week in November, the teacher will administer SRA Mastery Tests to ascertain the student's rate of achievement.

6. The teacher and appraiser will attend the workshop "Diagnosing and Prescription in Your Math Program" sponsored by the State Association of Mathematics Teachers, in Albany, on November 15, 1974.
7. Two interim conferences will be held on October 30, 1974, and February 14, 1975, to assess progress toward the job objective. The mid-year conference will occur December 15, 1974.

Appraiser's Assistance:

1. The appraiser will arrange for the teacher to meet with the mathematics chairman.
2. The appraiser will observe the math program at least once each month. A pre and post conference with the teacher will be held as part of each observation.
3. A budget of fifty dollars for math materials will be provided. In addition, registration fees for seminar attendance will be provided.
4. The appraiser will develop with the appraisee and The Director of Special Projects, a plan for evaluating this program in comparison with the district's textbook approach.

Monitoring Plan:

1. A record of the results obtained on the initial placement test will be recorded by the teacher.
2. A file of the prescriptive materials and the skills for which they are intended will be kept by the teacher.
3. The file of the progress of each student as indicated by the bi-weekly tests will be maintained and up to date by the teacher.
4. The appraiser will write-up a summary of each observation and conference.
5. A written summary of the interim conference and the mid-year will be the responsibility of the appraiser.

Outcomes Expected:

At least 90% of the students will have mastered the four basic skill areas as evidenced by the Dakota Test of Basic Mathematical Skills by May 15, 1975.

At the conclusion of the target planning phase of the appraisal process (more than one conference may be required), the appraiser should know exactly what is expected of him. He needs to know what his major job objectives are, generally how he will proceed in independent action during the year, and the nature of the help he can expect from the appraiser. He also needs to know when and how progress checks will be made, what timetable will be followed, the roles of other personnel who might be involved, the record keeping procedures that will be employed, and how the ultimate appraisal will be made.

Once the plan of action is agreed to, close contact should be maintained. The teacher should make it a point to keep in touch with the appraiser regarding progress toward objectives and the need for assistance. At the same time, the appraiser should keep in touch with the teacher - encouraging and assisting without getting in the way.

STEP 4. MONITORING PERFORMANCE

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(The next step in the Teacher Appraisal Program is the gathering of data which will be helpful in determining the degree to which job targets are being or have been achieved.

The object is to collect a full range of relevant information rather than to evaluate it. In other words, during this phase the monitor is monitoring (collecting relevant data and information which relate to the achievement of the mutually agreed to job targets without making judgments as to the quality of performance which the data represents) ---he is not evaluating. In fact, a monitor is not necessarily an appraiser (e.g., department head).)

Once the job objectives and a plan for achieving them have been agreed to, the process of implementing the plan should begin.

During the period of implementation, the appraisee's performance is monitored through a variety of techniques and, for the most part, pre-planned contacts. This is the evidence gathering part of the total appraisal process. Evidence is assembled that will be helpful in determining the degree to which the job targets are being or have been achieved.

It is important that the plan for monitoring the appraisee's performance be thoroughly considered by both appraisee and appraiser during the target planning conferences. Such things as the data recording forms will be used, the kinds and frequency of classroom visitations, the identity of monitors (principal? department head? other teachers? students?, etc.) and other types of contacts should be discussed and, hopefully, agreed upon.

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In considering possible monitoring plans and procedures, several guidelines should be kept in mind:

1. The object is to collect relevant information rather than to evaluate it.
2. A variety of data gathering techniques (e.g. classroom visitation by principal; self-evaluation; observation by department head, colleague, or Assistant Superintendent for Instruction; use of video tape or tape recorder, or as a self-monitoring technique) should be considered.
3. Upon mutual agreement, the time and nature of the monitoring procedure can be modified.

The collection of data is a mutual responsibility of appraisee and appraiser. Often the appraisee is in a better position to initiate the data collection. Although the targets will help determine which techniques to use, it is not likely that one single procedure will be capable of gathering the full range of representative data that both the appraisee and appraiser will desire. However, assuming it is decided that no single procedure should be used exclusively, it is important that there be good coordination and careful scheduling in order that the monitoring sessions will have purpose and relevance.

4. The data collected should be as representative as possible. Evaluation will not be effective unless adequate data has been secured which is reasonably representative and relevant.
5. The appraiser does not need to be the only monitor. Another teacher, student teacher, parent, student, may be used. Mechanical methods such as video-tape and audio-tape

recorders may be used. It should be emphasized that the appraiser is oft times in the best position to collect data and should assume the responsibility.

It should be emphasized that the appraisee will be directly involved in the assessment of the data collected during the monitoring phase of the process. However, during the monitoring period, the emphasis is on collecting relevant information -- not evaluating it. An evaluation will be made later, by both the appraisee and appraiser, when sufficient data is available.

Collecting but not evaluating does not mean that the monitor must refrain from giving the appraisee feedback regarding progress toward the targets. According to Redfern:

"There have been some interesting findings in other fields which indicate that immediate feedback of monitored information can have a positive impact upon the quality of performance. In several instances monitored information revealed facts to be contrary to earlier speculation. The feedback of the information was all that was needed to bring about a change in performance which greatly improved results. In other cases, the degree of success suggested in the monitored information stimulated confidence and encouragement which led evaluatees to even higher performance level."¹

There is little point in waiting until the end of the year evaluation conference to produce information which might have been put to good use six months earlier. Interim conferences must be held to discuss progress toward the job targets. The data collected during this step will set the stage for the summary conference.

¹George B. Redfern: "How to Evaluate Teaching" - pages 36 & 37

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Although the number of interim conferences will depend in part on the nature of the targets, there should be a minimum of two -- in addition to the informal contacts between appraisee and appraiser. At these interim conferences appraisee and appraiser may modify some targets, may agree that alternate ways of achieving the target objectives are acceptable, may replace some targets if there are things which now seem to be of a higher priority, may agree that some targets have been met and select others -- as well as assess progress toward targets which are being kept.

STEP 5. ASSESSING MONITORED DATA

(Based upon data collected during the monitored period, the appraisee and appraiser make assessments of target achievement.

Interpreting the meaning and significance of monitored data is very important part of the appraisal process.

Evaluation of data is a two-fold process. Self-assessment is one part. The appraiser's assessments comprise the other.)

At a predetermined time near the end of the appraisal period, the appraiser makes a self-analysis of the year's work in relation to the performance of targets. The purpose of the self-appraisal is simply to make an assessment of how well the year's work has gone. The self-appraisal is of considerable importance in the appraisal process -- particularly if there has been a reasonable flow of data to the teacher during the monitoring process.

Self-appraisal does not mean trying to compare oneself with some other teachers. Thoughtful self-appraisal is a process of reporting as honestly as possible how well the appraisee feels he has done in each of the target areas. Among the questions which the appraisee should ask are:

- a. What did I hope to accomplish?
- b. Were targets achieved?
- c. What succeeded?
- d. What failed? Why?
- e. Was help adequate?
- f. Was own effort ample?
- g. Are evaluations realistic?
- h. Can judgments be justified?
- i. What are the possible next steps in order to improve my performance further?

Self-appraisal is not an end in itself, but a painstaking examination of one's own performance in order to form a basis for future action.

While the appraisee is making a self-appraisal, the appraiser is making his assessment as to the degree to which he believes the appraisee has achieved his job targets. In arriving at this assessment, the appraiser must consider not only the nature of the results achieved, but also what actually took place during the period of target implementation, including unforeseen events that may have affected progress toward the targets. If circumstances beyond the appraisee's control affected the achievement of his target, this must be recognized in the final appraisal conference. The appraiser must also evaluate the assistance which he has given the person being appraised. If the appraisee has not achieved a job target, the appraiser must ask himself whether this can be attributed, to some degree, to a failure on his part to follow through on a commitment that he made in the very beginning. According to Redfern, preparation for making the assessment of target fulfillment consists of:

1. A thoughtful analysis of the job targets selected.
2. A careful review of contacts made during the year.
3. A review of anecdotal notes related to observational visitations, other data.
4. A review of the help provided.
5. A review of conferences held.
6. Interpretation of all data into a meaningful evaluation.²

²George B. Redfern: "How to Evaluate Teaching" - page 44

The appraiser's judgments should be based on as much "objective evidence" as possible.

Whether or not the appraiser should delay making the evaluation until after he has seen the teacher's self-appraisal is debatable. Redfern offers arguments on both sides but concludes it is better not to wait:

"The advantage of seeing the teacher's estimate of his performance before evaluation is that it gives a point of reference and enables the evaluator to temper his own judgments somewhat in accordance with those of the teacher. This may not necessarily be an advantage, however.

The advisability of making a completely independent evaluation entirely divorced from the teacher's self-assessment, appears to have many advantages:

1. It is probably a more valid judgment.
2. The evaluator is required to rely on his own best judgment, supported by facts.
3. It is fairer to the evaluatee.
4. It requires greater candor.
5. It is more likely to accomplish the goal of the evaluative process: the improvement of performance."³

³George B. Redfern: "How to Evaluate Teaching" - pages 43-44

STEP 6. CONFERENCE AND FOLLOW-UP

(The evaluation conference is the occasion for the persons most intimately involved in the process to discuss the outcome of their efforts to achieve the objectives.

The conference should answer two important questions: "How well are we doing?" Where do we go from here?"

Appraiser and appraisee compare assessments, discuss implications of evaluative judgments, and decide next steps and appropriate follow-up actions.)

The evaluation conference is a very important part of the Hyde Park Teacher Appraisal Program. Identification of performance areas, selection of specific performance objectives, development of work plans, and activities to achieve the objectives, monitoring of performance, and the assessment of the monitored data - all culminate in the year-end conference.

The appraisal conference brings together the two people who are best able to judge how well the year has gone. It is a time for sharing observations, comments, ideas, and impressions relative to the achievement of the mutually agreed to targets. However, the conference should not be considered the end of the process. Instead, like the steps which preceded it, the conference is merely a vehicle for helping the teacher to become more competent in the performance of his duties and responsibilities.

Though the specifics of the conferences will vary from appraisee to appraisee and appraiser to appraiser, there

are important things to be discussed, even when everything appears to have gone well. In the words of Armstrong:⁴

"The conference, in addition to its primary purpose of assessing progress in attaining job objectives, represents an occasion to recognize good work. It represents a mutual opportunity to exchange improvement suggestions, clarify any concerns about responsibilities, and to discuss longer range goals.

This is a time for review of the evaluation. If there is a self evaluation, it is reviewed also. If there are differences of opinion, they are examined and discussed. The purpose of the evaluation is not necessarily to get full agreement about an evaluation; it is hoped that the experience will help bring about greater understanding."

It is quite likely that the conference will yield ideas for follow-up action; that both appraisee and appraiser will see the need for certain kinds of follow-up activities to reinforce gains made. The conference is also a good time to begin discussing possible job objectives for the next round of appraisal.

Also on the agenda will be the appraiser's assessment of the appraisee's overall achievement in each major performance area. All areas of responsibility must be met, at least with a reasonable degree of effectiveness. Neither appraisee nor appraiser can neglect or ignore those responsibilities that don't happen to be the basis for targets for the year.

⁴Harold R. Armstrong: "Teachers Guide to Teaching Performance Evaluation" page 21

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Following the conference the appraisee will be given a copy of the appraisal report document which will be sent to the Personnel Office. The written evaluation should include an assessment of the degree of accomplishment of each job target, as well as an overall evaluation in each major performance area. The appraisee should sign the report to indicate he has received it. If he wishes to expand or make dissenting comments on any portion of the evaluation, he may do so in an attached statement.

The teacher's personnel file will contain the original job target, all monitored data, as well as the final conference report. The teacher will have had an opportunity to sign and comment on appraisal material placed in his file. It should be emphasized that both appraisee and appraiser may initiate material in the personnel file.

Finally, it is hoped that during the final appraisal conference both the appraisee and appraiser will address themselves to the appraisal process itself. Where did it work out well? Where did it fall short? What should be done to make it more effective? Based on this feedback, desirable changes in the procedure can be made -- helping to insure the Hyde Park Teacher Appraisal Program will achieve its ultimate target: the best possible educational program for each student.

DESCRIPTION OF TEACHER PERFORMANCE AREAS

Teachers function within certain areas of responsibility. These areas are stated on pages 29 to 31 of this manual. A further definition of these areas may be found in this instrument.

The following description of teacher performance areas serves as a guide to both appraiser and the teacher by specifying areas of performance that need strengthening, improving or maintaining. When identifying specific performance or job objectives to concentrate on for the year, these descriptions serve as the starting point.

A. Instructional Skills

1. Planning and organization (Degree to which teaching is planned and efficiently organized; provides learning experiences which are based upon needs, interests and abilities of individual learners.)
 - a. Establishes objectives for instructional activities.
 - b. Makes realistic provisions for differences (ability, experiences, cultural values).
 - c. Plans and provides for involvement of students in planning, selection and evaluation of program.
 - d. Organizes class to encourage student leadership and participation in decision making.
 - e. Adjusts physical arrangements and modifies noise levels in order to accommodate variety of learning states.
 - f. Establishes a routine for daily planning and evaluation.
 - g. Establishes objectives in terms of school and district goals.
 - h. Adopts principles of growth and development to the planning of learning activities.
2. Appropriateness of materials (Compatibility of instructional materials with course of study; adaption of materials and methods to levels of learning ability of pupils.)
 - a. Individualizes instruction according to the learning style of each pupil.
 - b. Uses prompt and frequent feedback to make learning tasks meaningful.
 - c. Demonstrates awareness of current events and cultural trends.

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- d. Consults specialists for materials suitable for the exceptional learner.
 - e. Monitors the learners progress and adjusts instructional level of materials to minimize frustration yet maintain challenge.
 - f. Brings to classroom related sources and materials beyond the classroom resources.
3. Resourcefulness and adaptability (Use of creative methods and procedures; adaption of unusual situations.)
- a. Utilizes variety of classroom activities.
 - b. Selects and uses a wide variety of instructional materials.
 - c. Provides abundant and varied opportunities for creative expression.
 - d. Helps student make application of his experiences to many situations.
 - e. Conducts effective discussion.
 - f. Provides opportunities for outside participation.
 - g. Encourages development of individual interests and creative activities.
 - h. Uses evaluation techniques to improve teaching-learning experiences.
 - i. Assists the learner in assuming an increasingly important role in the evaluation of his own growth and development.
 - j. Provides opportunities for students to develop qualities of leadership and self-direction.
 - k. Plans learning activities to utilize community resources.
4. Ability to motivate (Evidence of skill in drawing out pupils and getting them to achieve at their level of ability and potential.)
- a. Deals with each student according to his needs, aptitudes, talents and learning style.
 - b. Uses variety of classroom activities.
 - c. Varies assignments according to student needs.
 - d. Draws on a background of study and experience to enrich the cultural growth of students.
 - e. Mediates the culture by providing opportunities for student expression of self in music, drama, other artistic forms.
 - f. Utilizes skill in enhancing multi-cultural relationships.

- g. Solicits and accepts honest feedback from students.
 - h. Inspires students to participate in discussion and activities.
 - i. Conveys sense of enthusiasm.
 - j. Helps pupils believe that they should try harder to achieve.
 - k. Helps pupils experience social and intellectual satisfaction in association with.
 - l. Helps the student see that subject matter and school achievement are relevant to his life outside the school.
 - m. Motivates differentially according to differences that exist from child to child and in the same child from time to time.
 - n. Uses positive motivation when appropriate.
5. Uses of resources (Makes adequate use of specialist and consultant services, seeks helpful materials from resource centers, uses audio visual aids effectively, etc.)
- a. Uses variety of resources and reference material including, films, speakers, newspapers, etc. for information.
 - b. Contacts area and central office personnel and arranges for their working with students.
 - c. Makes available human and materials resources in the community.
 - d. Uses physical school environment to support current learning activities.
 - e. Uses community activities and responsibilities appropriate to their maturity.
 - f. Shows how to use resources to understand new current problems after leaving school.
6. Classroom techniques (Art of questioning, clarity of assignments, reaction to pupil response, utilization of interests and contributions of pupils.)
- a. Helps students share responsibility for carrying out classroom procedures.
 - b. Varies learning activities so that all students become participants.
 - c. Communicates, as needed, with student individually or in small groups.
 - d. Questions vary in type and difficulty for different students to make sure that each student understands.
 - e. Questions frequently are open-ended rather than questions with "Right" answer.

- f. Adopts role of resource person and helper with student contributing to content and direction.
 - g. Changes classroom organization consistent with learning needs.
 - h. Sets an atmosphere of mutual respect of opinions between student and teacher.
 - i. Acts as conveyor of information only as needed, using lecturing when appropriate.
 - j. Provides time and opportunity for students to think or speculate and to make use of results.
 - k. Provides opportunity for student to learn how and when to work independently.
 - l. Provides for unusual ideas being entertained with respect.
 - m. Encourages student-student communication as well as student-teacher communication.
 - n. Encourages group cohesiveness.
 - o. Draws upon students experiences in planning lessons.
7. Parent relationships (Skill in working cooperatively with parents; is tactful, yet frank.)
- a. Obtains parent assistance for school activities.
 - b. Encourages parents to visit classroom.
 - c. Conducts individual and group parent conferences with skill.
 - d. Works effectively with parents to define school objectives.
 - e. Interprets class work to parents, individually or as a group.
 - f. Confers with individual parents regarding their child's work and development.
 - g. Interprets school policies to give parents better understanding.
 - h. Maintains positive as well as negative communications with parents about students.

B. Management Ability

1. Relationships with pupils (Works with class as a unit and with pupils as individuals. Demonstrates genuine concern for students.)
- a. Utilizes effective procedures for collecting information about each student in seeking to understand each pupil, i.e., records, diagnostic tests, etc.
 - b. Demonstrates a genuine concern for students.

- c. Surveys students as a group and consults with them individually.
 - d. Offers an open atmosphere in which others feel free to express themselves.
 - e. Assists student in defining realistic goals for himself.
 - f. Directs student to sources of information on vocational opportunities and careers.
 - g. Accepts personal problems or handicaps with consideration, understanding and sympathy.
 - h. Encourages high performance from individuals consistent with their ability.
 - i. Finds opportunity for each student to make some worthwhile contributions to class group.
 - j. Uses all available resources such as pupil-personnel services and child study teams.
2. Discipline (Promotes efficient and constructive behavior patterns on part of the students and handles behavioral problems individually when possible.)
- a. Maintains an effective balance of freedom and security in the classroom. Follows and expects students to use democratic procedures which show consideration for rights of others.
 - b. Promotes efficient and constructive behavior patterns on part of the students and handles behavioral problems individually when possible.
 - c. Maintains good rapport with the students.
 - d. Attempts to help students change undesirable attitudes to desirable ones.
 - e. Recognizes, analyzes and attempts to correct causes of group or individual unrest.
 - f. Develops responsible student leadership and fellowship.
 - g. Shows consistency and fairness in dealing with pupils.
 - h. Generates warmth and understanding in the establishment of reasonable limits of behavior.
3. Personal efficiency (Evidence of management skills, attention to details, planning fulfillment of assignments, skill in care and use of materials and equipment, record keeping, attention to physical conditions and appearance of classroom, etc.)

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- a. Participates in the development and review of school policies and regulations.
- b. Pays careful attention to necessary details.
- c. Plans and fulfills all assignments. (has organized work plans.)
- d. Shows skill in care and use of materials and equipment.
- e. Maintains accurate pupil records.
- f. Directs attention to physical conditions and appearance to classroom with specific reference to health and safety.
- g. Plans and organizes classes and work so that a substitute teacher can take over in case of absence with a minimum of interruption of learning to the student.
- h. Uses time efficiently.

C. Professional Responsibility

- 1. Commitment (Pride in teaching as a profession.)
 - a. Communicates positively with the community about the school and district.
 - b. Works to better the educational program for students.
- 2. Staff relations (Respects opinions of others; cooperates with total operation of the school; seeks and offers assistance when needed.)
 - a. Consults with previous teachers, team teachers, and/or specialists.
 - b. Works with colleagues to evaluate the total program effectiveness.
 - c. Cooperates with colleagues and students to maintain good atmosphere.
 - d. Shares ideas, materials and methods with other teachers.
- 3. Out-of class responsibilities (Carries a fair share of out-of-class responsibilities, supervises hallways and other areas where necessary, is prompt in arrival at school and classes and observes other required time schedules, accepts responsibility for the general welfare of the school, etc.)
 - a. Shows interest in assisting in out-of-class interests and activities.
 - b. Participates in school and district wide committees.

4. Ethics (Conducts self according to professional ethical principles.)
 - a. Observes school policies and legal regulations.
 - b. Shows understanding and good will toward people.
 - c. Handles personal information and records in a discreet manner.
5. Professional growth (Is continually striving to improve in his classroom methods, teaching techniques, and recognizes a need to evaluate his professional performance.)
 - a. Uses published materials pertinent to the profession and/or specific subject areas to improve instruction.
 - b. Participates in organizations or conferences supportive to instructional responsibilities.
 - c. Seeks district services available for instructional support.
 - d. Participates in school, area, and county in-service activities.
 - e. Takes advantage of opportunities to learn from colleagues, students, parents, and community.
 - f. Applies knowledge gained from travel, course work, reading, and other enrichment activities.
 - g. Seeks to find better methods of teaching through study, professional conferences or reading, supervisory help and constant evaluation of teaching results.

D. Personal Qualities

1. Appearance and Manner (Displays general impression of appropriateness.)
 - a. Dresses and maintains a general appearance of a professional person.
 - b. Meets people with poise and uses tact in discussion of problems.
2. Speech (Enunciation, pronunciation, modulation, correctness of speech.)
 - a. Oral speech habits include good usage of English and pronunciation.
 - b. Written communications for pupils, parents or any professional purpose are in good form and good taste as well as showing correct spelling, grammar and handwriting.

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- c. Vocally expresses ideas clearly.
3. Attitude (Is constructive, contributing member of staff, sense of humor, sense of fair play, enthusiastic about his work, etc.)
- a. Utilizes such human relation techniques as acceptance, praise, and humor, when warranted
 - b. Helps build group morale in carrying out established policies and efforts to improve the general educational or school programs.
 - c. Acknowledges the rights of others to hold views different than his own.
 - d. Attempts to balance organizational and personal needs.
 - e. Believes that every individual is of infinite worth and must be helped to grow in the degree necessary to participate in our society.
4. Judgment
- a. Evidence of ability to adjust constructively to frustration and unpleasant situations.
 - (1) Responds positively to challenges.
 - (2) Copes objectively with the expression of frustration on the part of the children or parents.
 - (3) Adjusts to constantly changing conditions.
 - b. Is calm and mature in his reactions (has self-control; able to cope with the unexpected; responds positively to constructive criticism).
 - (1) Puts problems in perspective.
 - (2) Listens and responds to the concern of others.
 - (3) Accepts suggestions or criticisms and works on them constructively.
 - (4) Uses rational approach to problem solving.

HYDE PARK TEACHER APPRAISAL PROGRAM

GENERAL PROCEDURES FOR 1974-75 SCHOOL YEAR

I. When Will Appraisal Occur

- A. Each teacher will be on appraisal at least twice during their first five years in their assigned area. The first appraisal period will begin immediately after a semester's assignment in that position.
- B. All other teachers will be appraised at least once in four years according to the following schedule: 8th - 12th - 16th - 20th - 24th - 28th - 32nd - 36th years of experience in their assigned area.
- C. The foregoing notwithstanding, teachers may be placed on the appraisal program at any time by mutual agreement between the appraisee and appraiser.
- D. A suggested maximum of eight appraisees to one appraiser is established.

II. Who Will be the Appraisers?

Each teacher is appraised by his immediate supervisor or some other administrator designated by the Principal or Superintendent.

- 1. Elementary teachers are appraised by their Building Principal.
- 2. Middle School teachers will be appraised by the Principal or an Assistant Principal, designated by their supervisor.
- 3. Non-tenured high school teachers will be appraised by the Principal or an Assistant Principal.
- 4. Department chairmen will serve as appraisers for tenured persons in their department.
- 5. Department chairmen will be appraised by the Principal.

III. What Conferences Will be Held?

The appraiser and appraisee will hold several types of conferences during the appraisal period.

- A. Target setting conferences at the start of the appraisal period.
- B. Interim conferences for the purpose of providing assistance to the appraisee and assessing his progress in achieving his objectives. Several conferences are desirable since close contact between appraiser/er is essential for job target achievement. A mid-point conference shall be scheduled at the initial target setting conference.
- C. Summary Conferences at end of appraisal period.

IV. What is the Appraisal Calendar?

In the Hyde Park School District participants will start the appraisal cycle at different times. The cycle in which appraisee/er work intensively consumes approximately one year. Following is a calendar for two typical situations that may occur: that of appraisal beginning in September and January:

TYPICAL APPRAISAL CALENDAR

APPRAISAL CYCLE

APPRAISAL CYCLE

STEPS

**BEGINNING
SEPTEMBER**

**BEGINNING
JANUARY**

1. Appraisee reviews the Description of Teacher Performance and examines his own past performance in relation to this description.
2. Appraisee identifies possible performance objectives based on the Description of Teacher Performance Areas.
3. Appraiser and appraiser conference for the purpose of jointly setting job objectives for the appraisee.

Between
Sept. 15
& Oct. 15

Between
Jan. 15
& Feb. 15

4. Appraisee and appraiser mutually agree on (a) specific job objectives, (b) a plan for achieving the objectives, (c) monitoring methods and dates, (d) interim conference dates, (e) means for measuring whether each objective is achieved, and (f) completion dates.
5. Target setting forms are completed and signed by appraiser and appraisee.

Between
Sept. 15
& Oct. 15

Between
Jan. 15
& Feb. 15

1. Appraisee and appraiser work together to achieve job targets.
2. Conferences between appraisee and appraiser are carried out as needed for the purpose of providing assistance to appraisee and discussing progress toward job targets.
3. Scheduled mid-point conference to be held to assess degree of job target progress.

Between
Oct. 1
& May 30

Between
Feb. 1
& Jan. 30

1. Appraisee reviews year's work and makes self-assessment of target achievement.
2. Appraiser makes assessment of appraisee's achievements.
3. Appraisee and appraiser conference for the purpose of assessing appraisee's achievement of job targets.
4. Overall evaluation of appraisee's performance is made by the appraiser.

Between
May 1 &
June 1

Between
Dec. 15
& Jan. 15

5. Appraisee and appraiser consider follow-up activities.
6. Appraisee may react (not required) to the appraiser by completing the proper section on the summary of target achievement form. Forms are signed by appraisee/er. Signatures indicate completion of process, not necessarily concurrence.

Between
 May 1 &
 June 1

Between
 Dec. 1
 & Jan. 1

V. What is the Appeal Procedure?

The appraisee signs and receives a copy of the final appraisal report which will be sent to the Personnel Office. If he does not agree with the assessment, he may append a dissenting statement to the form, or request a conference with the appraiser's supervisor.

VI. What Material Will be Placed in the Teacher's Personnel File?

The original job target, mid-year conference summary and the final conference report. Other data may be placed in the file by either appraisee or appraiser. The appraisee and appraiser will have had the opportunity to sign and comment on all material prior to its being placed in the file.

APPRAISAL FILE - A cumulative record of the job targets, work plan, record of appraisal contacts, and other data. The file is located in an accessible location available to appraisee or appraiser at any time. All material placed in the file should have the signatures of both appraisee and appraiser. Signatures do not necessarily indicate agreement with contents, but merely that it has been read.

APPRAISAL PROGRAM - A continuing process which is program and performance oriented (not personality centered). Its purpose is to assist each teacher in improving his professional competency. The essence of the appraisal program is that periodically each teacher, with the assistance of his appraiser, specifies job performance targets to be accomplished during the appraisal period and a plan of action related to them. Once the appraisee and appraiser have mutually agreed upon the objectives, the appraiser is obligated to provide every reasonable assistance in aiding the appraisee to achieve them. Toward the end of the appraisal period the appraisee and appraiser conference to consider the extent to which the appraisee has accomplished each objective, as well as an overall evaluation of the appraisee's performance in each major area of responsibility.

APPRAISEE - The teacher being appraised.

APPRAISER - One who works with the appraisee in mutually determining those duties and responsibilities which should be given concerted attention during the appraisal year; assists the appraisee to achieve his objectives or targets; assists the appraisee to assess the degree to which he has achieved his objectives and to identify possible objectives for the next appraisal period.

CONTACT - A meeting which occurs between appraisee, appraiser, or monitor during the appraisal cycle, the recording of which will be helpful in providing data for assessment of job target fulfillment. Records of these meetings should be initiated and filed by either appraisee, appraiser, or monitor. These reports should be signed by the appraisee and appraiser. Signatures do not necessarily indicate agreement with content, but merely that it has been read.

EVALUATION CONFERENCE - The end of the appraisal period meeting between the appraiser and appraisee to assess progress in attainment of job objectives, to assess the appraisee's overall performance in each major area of responsibility, and to decide next steps and appropriate follow-up action.

INTERIM CONFERENCES - The meetings between the appraiser and appraisee during the appraisal period for the purpose of discussing the appraisee's progress toward the job

objectives and providing assistance to the appraisee.

Conferences may be held throughout the appraisal period.

One formal conference is necessary at the mid-point in the cycle.

JOB or PERFORMANCE OBJECTIVES - These two terms are used interchangeably throughout this document. A realistic, specific, observable statement of what the appraisee hopes to accomplish. The specific activities are mutually agreed to and understood by appraisee and appraiser. They may be developed in the area of teacher, pupil or program improvement. These objectives become the focus of the evaluation of the appraisee's performance.

JOB TARGET - A written statement which consists of an objective (what is hoped to be accomplished), work plan (actions and activities to achieve the objective, including a timetable of accomplishment), appraiser's assistance (nature and scope of help), monitoring plan (types of data to be gathered to determine if objective is being achieved), and outcome expected (how will extent of completion of objective be measured).

MONITOR - Someone who assists in gathering a full range of representative data relative to progress toward a job objective. The appraiser is not necessarily the only monitor; the monitor will not necessarily be the evaluator.

MONITORING - The collecting of relevant data and information which relate to the achievement of the mutually agreed to job objectives without making judgments as to

the quality of the performance which the data represents.

The monitored data will be considered by appraiser and appraisee when assessing the extent to which the job targets have been achieved.

PERFORMANCE APPRAISAL - The assessment made by the appraiser of the appraisee's performance both with reference to specific job objectives and over-all accomplishment.

SELF-APPRAISAL - The self-analysis which the appraisee makes of his own past performance in relation to the Description of Teacher Performance Areas in preparation for the job objective setting conference, or the assessment which the appraisee makes as to the extent to which he is achieving or has achieved his job objectives.

TARGET SETTING CONFERENCE - The meetings between the appraisee and his appraiser for the purpose of jointly setting job targets, planning to achieve them, and agreeing on the types of evidence which will, at the end of the appraisal period, indicate the extent to which the targets can be said to have been achieved.

TEACHER - The term "teacher," for purpose of this appraisal program, includes the following positions: all classroom and special area personnel (music, art, physical education, nurse, reading, speech, guidance counselors, and librarians). In the event that a person serves more than one building, he will be appraised by the appraiser in the building in which he spends the major portion of his time.

HYDE PARK TEACHER APPRAISAL PROGRAM
JOB TARGET FORM

NAME _____ SCHOOL _____

SUBJECT/GRADE _____ YEARS IN SYSTEM _____ APPRAISER _____

The answers to the following questions should be included in formulating the job target: How will the target objective result in either teacher, pupil, and/or program improvement? What do you hope to accomplish? What will you do and what help do you want from others? What will be the timetable of accomplishment for specific parts of the target? What kinds of data will be collected to assess degree of job target achievement? What will be considered an acceptable level of job target attainment?

GUIDELINES FOR INITIAL TARGET WRITING

1. Job or Performance Objective (What is hoped to be accomplished?)
2. Work Plan (How and when target will be accomplished, actions and activities which appraisee and appraiser will carry out in an effort to achieve it - timeline for accomplishment of various steps and dates of planned interim conferences and mid-year conference).
3. Appraiser's Assistance (Nature and scope of appraiser's help in target completion).
4. Monitoring Plan (How data will be gathered which will be helpful in determining degree to which job target is being or has been achieved. Emphasis is placed on the mutual responsibility of providing data for providing feedback to assess progress toward completion of the work plan).
5. Outcomes Expected (How will we know if target objective has been met).

Appraisee/er comments on job targets (optional) _____

Signatures indicate understanding of job targets for the year.

Appraisee _____ Date _____ Appraiser _____ Date _____

page _____ of _____

HYDE PARK TEACHER APPRAISAL PROGRAM

SUMMARY OF A CONTACT WITH APPRAISEE

(This form is to be used to record a resume of appraisal contact made with a teacher)

School _____ Grade/Subject _____ Name _____

General Statement of Conference/Contact:

Appraisee/er Comments (optional) _____

Signature of Appraiser: _____

Signature of Appraisee: _____

Initiated by: _____

Mutually Initiated: _____
(Initials of appraiser/er)

Date: _____

Signature indicates that contents have been read, not necessarily agreement with contents.

HYDE PARK TEACHER APPRAISAL PROGRAM

SUMMARY OF JOB TARGET ACHIEVEMENT

APPRAISEE _____ POSITION _____

APPRAISAL PERIOD _____

APPRAISER _____ POSITION _____

GUIDELINES FOR DEVELOPING SUMMARY OF JOB TARGET ACHIEVEMENT

JOB OBJECTIVE:

(What did we hope to accomplish?)

SUMMARY OF TARGET ACHIEVEMENT:

(What was accomplished: specific evidences of attainment based upon monitored data.)

EVALUATION OF TARGET ACHIEVEMENT:

(Appraiser's judgment regarding the degree to which appraisee achieved job target.)

FOLLOW-UP RECOMMENDATIONS:

(Activities which appraisee should carry out to reinforce gains made and/or continue progress toward achievement of target; or in overall performance in relation to performance level instrument.)

APPRAISEE'S COMMENTS: (Optional)

(What succeeded? What failed? Why? Was help adequate? Is evaluation accurate? Next steps?)

Signatures indicate completion of appraisal; not necessarily agreement.

APPRAISEE _____ Date _____

APPRAISER _____ Date _____

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APPENDIX

WORKSHEET FOR JOB TARGET SETTING

WORKSHEET FOR JOB TARGET SETTING

TO: Appraisee/er

To plan for the target setting conference, the following worksheets may be used to identify performance areas in which you want to set job targets. In order to further develop the targets, you might consider the following questions:

1. What is the reason for choosing the target?
2. Who is to accomplish the target?
3. What will be accomplished?
4. What will you do and what help will be expected from others?
5. What activities, processes, material and personnel are needed? or How will the job target be sought?
6. What are expected dates for completion for parts as well as the total work plan?
7. What kinds of data will be collected to assess target achievement?
8. What will be an acceptable level of job target accomplishment?

Directions: Using the performance areas and components that follow, check the areas of weaknesses and strengths in which you want to set targets. Circle the checks of those which you deem to be of the highest priority. In the space next to the circled checks, indicate possible job targets, use back of sheet if necessary. A more detailed definition of each of the areas may be found in the "Description of Teacher Performance Areas" found in pages 29 to 36 of this manual.

Areas and Components	
A. INSTRUCTIONAL SKILLS	
1. Planning and Organization	1.
a. Plans teaching procedures carefully (a) b. Organizes teaching procedures efficiently (b) c. Bases learning experiences upon needs, interests, and abilities of individual learners (c)	
2. Appropriateness of Materials	2.
a. Keeps instructional materials compatible with course of study (a) b. Adapts materials and methods to learning ability levels of pupils (b)	
3. Resourcefulness and Adaptability	3.
a. Uses creative methods and procedures (a) b. Adapts to unusual situations (b)	
4. Ability to Motivate	4.
a. Has skill in drawing out pupils (a) b. Gets pupils to achieve at their levels of ability and potential (b)	
5. Use of Resources	5.
a. Makes adequate use of specialist and consultant services (a) b. Seeks helpful materials from resource centers (b) c. Uses audio visual aids effectively (c)	

Areas and Components		
6. Classroom Techniques	6.	
a. Asks thoughtful questions	(a)	
b. Makes clear assignments	(b)	
c. Sensitive to pupil responses	(c)	
d. Utilizes interests and contributions of pupils	(d)	
7. Parent Relationships	7.	
a. Works cooperatively with parents	(a)	
b. Is tactful, yet frank	(b)	
8. Student Relationships	8.	
a. Demonstrates genuine respect for worth and dignity of the individual student	(a)	
b. Makes student feel important and respected	(b)	
c. Sympathetic and understanding of students	(c)	
d. Encourages and develops independent study habits	(d)	
e. Promotes and maintains self-discipline in students	(e)	
9. Other (specify)		
B. MANAGEMENT ABILITY		
1. Relationships with Pupils	1.	
a. Works with class as a unit and with pupils as individuals	(a)	
b. Maintains self-discipline in students	(b)	
2. Discipline	2.	
a. Promotes efficient and constructive behavior patterns on part of students	(a)	
b. Handles behavioral problems individually when possible	(b)	

Areas and Components		
3. Personal Efficiency	3.	
a. Demonstrates management skill	(a)	
b. Attends to details	(b)	
c. Plans well	(c)	
d. Fulfills assignments	(d)	
e. Uses materials and equipment skillfully and carefully	(e)	
f. Keeps good records	(f)	
g. Attends to physical condition and appearance of classroom	(g)	
C. PROFESSIONAL RESPONSIBILITY		
1. Commitment	1.	
a. Shows pride in teaching as a profession	(a)	
2. Staff Relations	2.	
a. Respects opinions of others	(a)	
b. Cooperates with total operation of the school	(b)	
c. Seeks and offers assistance when needed	(c)	
3. Out-of-Class Responsibilities	3.	
a. Carries fair share of out-of-class responsibilities	(a)	
b. Supervises hallways and other areas when necessary	(b)	
c. Is prompt in arrival at school and classes	(c)	
d. Observes other required time schedules	(d)	
e. Accepts responsibility for the general welfare of the school	(e)	
4. Ethics		
a. Conducts self according to professional ethical principles	(a)	
5. Professional Growth	5.	
a. Strives continually to improve class-room methods and techniques	(a)	

Areas and Components		
D. PERSONAL COMPETENCIES		
1. Appearance	1.	
a. Displays general impression of appropriateness	(a)	
2. Speech	2.	
a. Enunciates words well	(a)	
b. Pronounces words correctly	(b)	
c. Uses good modulation in speaking	(c)	
d. Uses correct speech patterns	(d)	
3. Attitude	3.	
a. Is constructive, contributing member of staff	(a)	
b. Has sense of humor	(b)	
c. Demonstrates sense of fair play	(c)	
d. Is enthusiastic about work	(d)	
4. Judgment	4.	
a. Adjusts constructively to frustrations and unpleasant situations	(a)	
b. Is calm and mature	(b)	
c. Has self-control	(c)	
d. Copes with the unexpected	(d)	
e. Responds positively to constructive criticism	(e)	
E. OTHER		

CALENDAR 1973

The figure displays 12 monthly calendars for the year 1976, arranged in a 4x3 grid. Each calendar shows the days of the month in a grid format, with the day of the week indicated by the first letter of the month name. The months are arranged in four rows and three columns: January, February, March; April, May, June; July, August; and September, October, November, December.

JANUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH						
S	M	T	W	T	F	S
	1	2	3			
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

OCTOBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

CALENDAR 1974

The figure displays 12 monthly calendars for the year 1990, arranged in a 4x3 grid. Each calendar shows the days of the month in a grid format, with the day of the week indicated by the first letter (S, M, T, W, T, F, S). The months are arranged in rows: January, February, March, April; May, June, July, August; September, October, November; and December.

JANUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY						
S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH						
S	M	T	W	T	F	S
					1 2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

JULY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER						
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CALENDAR 1975

The figure displays twelve monthly calendars arranged in a 3x4 grid. Each calendar is enclosed in a black border and features a header for the month name. The days of the week are abbreviated as S (Sunday), M (Monday), T (Tuesday), W (Wednesday), T (Thursday), F (Friday), and S (Saturday). The dates are listed in rows, with some dates highlighted in red or blue.

JANUARY						
S	M	T	W	T	F	S
				1	2	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 ¹⁰	24 ¹¹	25	26	27	28	29

APRIL						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 ¹⁰	24	25	26	27	28	29

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		